

## Labeling

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| <b>Grade Level</b>           | Eighth   |
| <b>Minimum Time Required</b> | 45 minutes   |
| <b>Materials/Resources</b>   | Labels made with the following names:<br>Princess, Jock, Bully, Most Popular, Nerd<br>Class Clown, Teachers Pet, Druggie |
| <b>Subject Area(s)</b>       | Career Guidance  |

### Project Description:

1. In this lesson, students will observe and discuss how labeling affects interactions with others. Students will learn the importance of tolerance and flexibility in group situations.
2. Ask for five student volunteers. Have the students sit in a semi-circle in front of the class.
3. Tell the five student volunteers that they will each be given a label to wear. They are not to look at the label.
4. Attach the label to each volunteers' forehead. Tell the rest of the class that it is very important for them to be quiet during the activity. They are to observe the volunteer group's interaction and be ready to discuss their observations.
5. Tell the eight volunteers that they are to plan a school dance for Christmas. They are to discuss and organize all of the details of the dance. Have them discuss this for 15-20 minutes.
6. Have each of the volunteers share their observations of how they and the others in the group were treated. Have each volunteer guess what his/her label is.
7. Process the activity with the rest of the class and conclude by discussing the importance of looking past peoples labels.

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| <b>Career Development Standard</b>  | Skills to interact positively with others.   |
| <b>Career Development Indicator</b> | Demonstrate an appreciation for the similarities and differences among people.   |
| <b>Delivery Level</b>               | Review   |
| <b>Academic Standards</b>           |  |
| <b>Language Arts</b>                | 3.1.a Determine specific cognitive and physical barriers to effective listening and viewing.<br>3.1.b Use various listening techniques in problem-solving and decision-making situations.<br>3.1.c Determine the effect of non-verbal cues on interpersonal communication. |
| <b>Employability/SCANS Skills</b>   | Basic Skills<br>Personal Qualities<br>Interpersonal Skills   |
| <b>Assessment/Rubric</b>            | The students will be evaluated based on their written response to what they observed during the activity and how they will demonstrate tolerance and flexibility in group situations.  |

**Submitted by:** Middle NCDG Group